

EVEN START FAMILY LITERACY CONTINUATION

Missouri Department of Elementary and Secondary Education Discretionary Grants

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2006-2007 ADMINISTRATIVE MANUAL

Percentage of total cost of federal dollars spent to print and produce guide: 100%
Percentage of dollar amount funded by non-governmental sources: 0%

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TABLE OF CONTENTS

Discretionary Grants Timeline	1
National Education Goals	3
Introduction.....	3
Background Information	3
Legislation.....	4
Eligible Applicants	18
General Guidelines.....	19
Fiscal and Compliance Audits.....	19
Application	19
Budget Amendments	19
Obligation of Funds.....	19
Financial Requirements	20
Reporting and Payment Information	20
Ending Date of Project.....	21
Program Operations	21
Record Keeping	21
Accounting Requirements.....	21
Revenue Codes	22
Inventory Control	22
Disposition of Capital Outlay.....	22
Student Privacy and Social Security Numbers.....	23
Control of Public Funds	23
Complaint Resolution Procedure	23
Suspension of Approval.....	24
School Buses.....	24
Pupil Transportation in Vehicles Other Than School Buses.....	24
Program Guidance	25
Even Start Family Literacy Components.....	25
Local Administration	27
Other Collaborations Necessary for an Even Start Family Literacy Program	30
Eligible Participants	32
Continuing Family Eligibility	33
Nonpublic Consultation and Participation	33
Allowable Uses of Funds	34
Budget Category Summary.....	35
Funding.....	36
Local Evaluation	37
MSIP Planning Matrix and Instructions.....	38
Submission Information	41
Appendix A.....	43

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2006-2007 TIMELINE FOR EVEN START FAMILY LITERACY CONTINUATION GRANT

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	Even Start
Letter of Announcement	May 2006
Application Meeting	May 4, 2006
Application Deadline	June 1, 2006
Grant Award Announcements	June 19-26, 2006
Project Starting Date	July 1, 2006
Preliminary Final Expenditure Reports Due	May 15, 2007
Project Ending Date	June 30, 2007
Monthly Reports Due	15 th of every month
Data Collection Form Due	July 31, 2007
Revised Final Expenditure Reports Due	July 31, 2007
Independent Local Evaluation Due	July 31, 2007
Records May Be Destroyed	July 1, 2010
Grant Contact	Kim Oligschlaeger 573-522-8763 kim.oligschlaeger@dese.mo.gov

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NATIONAL EDUCATION GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. By 2013-2014, all students will be proficient in reading by the end of third grade.
3. All limited English proficient students will become proficient in English.
4. By 2005-2006, all students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
6. All students will graduate from high school.

INTRODUCTION

This guideline manual provides administrative information for Even Start Family Literacy Continuation Programs. We have made a sincere effort to simplify the school district's submission of required information and to make the application procedure more accessible through a web document that can be downloaded, completed, and returned as a paper copy. The alignment of federal project expenditures to the Missouri School Improvement Program (MSIP) standards and indicators will directly link these projects to the goals and strategies of a district's Comprehensive School Improvement Plan (CSIP).

BACKGROUND INFORMATION

The William F. Goodling Even Start Family Literacy Program, Title I, Part B of the No Child Left Behind Act of 2001 offers promise for helping to break the intergenerational cycle of poverty and low literacy in the Nation. The program integrates early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English language learners), parenting education, and interactive parent and child literacy activities into a single, unified family literacy program. The design is based on the premise that these components build on each other and that families need to receive high-quality instructional services in all four areas -- not just one or two -- in order to bring lasting change and effectively improve parents' and children's literacy achievement. Even Start supports integrated family literacy services for parents and children, primarily from birth through age seven, and has three interrelated goals:

- to help parents improve their literacy or basic educational skills;
- to help parents become full partners in educating their children; and
- to assist children in reaching their full potential as learners.

The term "family literacy services" is defined in section 9101(20) of the Elementary & Secondary Education Act (ESEA) as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following instructional activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

At minimum, a successful Even Start project **must**: build on high-quality, community resources; employ qualified staff; carry out instructional activities grounded in scientifically based reading research; be able to document significant literacy achievement results (for adults and children) for the majority of families served; and make sufficient program progress as defined by the State.

We have learned from the previous national evaluations of Even Start that:

- The instructional focus **must** be on literacy and cognitive development.
- Intensity of services and duration of program participation are correlated with participant achievement.
- Data **must** be used for program improvement.
- State and local programs **must** develop and implement a well-defined system of ongoing program monitoring and evaluation that focuses upon effective practices and program results.

LEGISLATION

SEC. 1231. STATEMENT OF PURPOSE.

It is the purpose of this subpart to help break the cycle of poverty and illiteracy by —

(1) improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as Even Start'; and

(2) establishing a program that shall —

- (A) be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;
- (B) promote the academic achievement of children and adults;
- (C) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and
- (D) use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available.

SEC. 1232. PROGRAM AUTHORIZED.

(a) RESERVATION FOR MIGRANT PROGRAMS, OUTLYING AREAS, AND INDIAN TRIBES-

(1) IN GENERAL- For each fiscal year, the Secretary shall reserve 5 percent of the amount appropriated under section 1002(b)(3) (or, if such appropriated amount exceeds \$200,000,000, 6 percent of such amount) for programs, under such terms and conditions as the Secretary shall establish, that are consistent with the purpose of this subpart, and according to their relative needs, for —

(A) children of migratory workers;

(B) the outlying areas; and

(C) Indian tribes and tribal organizations.

(2) SPECIAL RULE- After December 21, 2000, the Secretary shall award a grant, on a competitive basis, of sufficient size and for a period of sufficient duration to demonstrate the effectiveness of a family literacy program in a prison that houses women and their preschool age children and that has the capability of developing a program of high quality.

(3) COORDINATION OF PROGRAMS FOR AMERICAN INDIANS- The Secretary shall ensure that programs under paragraph (1)(C) are coordinated with family literacy programs operated by the Bureau of Indian Affairs in order to avoid duplication and to encourage the dissemination of information on high-quality family literacy programs serving American Indians.

(b) RESERVATION FOR FEDERAL ACTIVITIES-

(1) EVALUATION, TECHNICAL ASSISTANCE, PROGRAM IMPROVEMENT, AND REPLICATION ACTIVITIES- Subject to paragraph (2), from amounts appropriated under section 1002(b)(3), the Secretary may reserve not more than 3 percent of such amounts for purposes of —

(A) carrying out the evaluation required by section 1239; and

(B) providing, through grants or contracts with eligible organizations, technical assistance, program improvement, and replication activities.

(2) RESEARCH- In any fiscal year, if the amount appropriated under section 1002(b)(3) for such year —

(A) is equal to or less than the amount appropriated for the preceding fiscal year, the Secretary may reserve from such amount only the amount necessary to continue multi-year activities carried out pursuant to section 1241(b) that began during or prior to the fiscal year preceding the fiscal year for which the determination is made; or

(B) exceeds the amount appropriated for the preceding fiscal year, then the Secretary shall reserve from such excess amount \$2,000,000 or 50 percent, whichever is less, to carry out section 1241(b).

(c) RESERVATION FOR GRANTS-

(1) GRANTS AUTHORIZED-

(A) IN GENERAL- For any fiscal year for which at least one State educational agency applies and submits an application that meets the requirements and goals of this subsection and for which the amount appropriated under section 1002(b)(3) exceeds the amount appropriated under that section for the preceding fiscal year, the Secretary shall reserve, from the amount of the excess remaining after the application of subsection (b)(2), the amount of the remainder or \$1,000,000, whichever is less, to award grants, on a competitive basis, to State educational agencies to enable them to plan and implement statewide family literacy initiatives to coordinate and, where appropriate, integrate existing Federal, State, and local literacy resources consistent with the purposes of this subpart.

(B) COORDINATION AND INTEGRATION- The coordination and integration described in subparagraph (A) shall include coordination and integration of funds available under the Adult Education and Family Literacy Act, the Head Start Act, this subpart, part A of this title, and part A of title IV of the Social Security Act.

(C) RESTRICTION- No State educational agency may receive more than one grant under this subsection.

(2) CONSORTIA-

(A) ESTABLISHMENT- To receive a grant under this subsection, a State educational agency shall establish a consortium of State-level programs under the following provisions of laws:

(i) This title (other than part D).

(ii) The Head Start Act.

(iii) The Adult Education and Family Literacy Act.

(iv) All other State-funded preschool programs and programs providing literacy services to adults.

(B) PLAN- To receive a grant under this subsection, the consortium established by a State educational agency shall create a plan to use a portion of the State educational agency's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in the State.

(C) COORDINATION WITH SUBPART 1- The consortium shall coordinate its activities under this paragraph with the activities of the reading and literacy partnership for the State educational agency established under section 1203(d), if the State educational agency receives a grant under section 1202.

(3) READING INSTRUCTION- Statewide family literacy initiatives implemented under this subsection shall base reading instruction on scientifically based reading research.

(4) TECHNICAL ASSISTANCE- The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to State educational agencies receiving a grant under this subsection.

(5) MATCHING REQUIREMENT- The Secretary shall not make a grant to a State educational agency under this subsection unless the State educational agency agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State educational agency will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

(d) STATE EDUCATIONAL AGENCY ALLOCATION-

(1) IN GENERAL- From amounts appropriated under section 1002(b)(3) and not reserved under subsection (a), (b), or (c), the Secretary shall make grants to State educational agencies from allocations under paragraph (2).

(2) ALLOCATIONS- Except as provided in paragraph (3), from the total amount available under paragraph (1) for allocation to State educational agencies in any fiscal year, each State educational agency shall be eligible to receive a grant under paragraph (1) in an amount that bears the same ratio to the total amount as the amount allocated under part A to that State educational agency bears to the total amount allocated under that part to all State educational agencies.

(3) MINIMUM- No State educational agency shall receive a grant under paragraph (1) in any fiscal year in an amount that is less than \$250,000, or one-half of 1 percent of the amount appropriated under section 1002(b)(3) and not reserved under subsections (a), (b), and (c) for such year, whichever is greater.

(e) DEFINITIONS- For the purpose of this subpart —

(1) the term eligible entity' means a partnership composed of —

(A) a local educational agency; and

(B) a nonprofit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality;

(2) the term eligible organization' means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

(3) the terms Indian tribe' and tribal organization' have the meanings given those terms in section 4 of the Indian Self-Determination and Education Assistance Act;

(4) the term scientifically based reading research' has the meaning given that term in section 1208; and

(5) the term State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1233. STATE EDUCATIONAL AGENCY PROGRAMS.

(a) STATE EDUCATIONAL AGENCY LEVEL ACTIVITIES- Each State educational agency that receives a grant under section 1232(d)(1) may use not more than a total of 6 percent of the grant funds for the costs of —

(1) administration, which amount shall not exceed half of the total;

(2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b); and

(3) carrying out sections 1240 and 1234(c).

(b) SUBGRANTS FOR LOCAL PROGRAMS-

(1) IN GENERAL- Each State educational agency shall use the grant funds received under section 1232(d)(1) and not reserved under subsection (a) to award subgrants to eligible entities to carry out Even Start programs.

(2) MINIMUM SUBGRANT AMOUNTS-

(A) IN GENERAL- Except as provided in subparagraphs (B) and (C), no State educational agency shall award a subgrant under paragraph (1) in an amount less than \$75,000.

(B) SUBGRANTEES IN NINTH AND SUCCEEDING YEARS- No State educational agency shall award a subgrant under paragraph (1) in an amount less than \$52,500 to an eligible entity for a fiscal year to carry out an Even Start program that is receiving assistance under this subpart or its predecessor authority for the ninth (or any subsequent) fiscal year.

(C) EXCEPTION FOR SINGLE SUBGRANT- A State educational agency may award one subgrant in each fiscal year of sufficient size, scope, and quality to be effective in an amount less than \$75,000 if, after awarding subgrants under paragraph (1) for that fiscal year in accordance with subparagraphs (A) and (B), less than \$75,000 is available to the State educational agency to award those subgrants.

SEC. 1234. USES OF FUNDS.

(a) IN GENERAL- In carrying out an Even Start program under this subpart, a recipient of funds under this subpart shall use those funds to pay the Federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age 7, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

(b) FEDERAL SHARE LIMITATION-

(1) IN GENERAL-

(A) FEDERAL SHARE- Except as provided in paragraph (2), the Federal share under this subpart may not exceed —

(i) 90 percent of the total cost of the program in the first year that the program receives assistance under this subpart or its predecessor authority;

(ii) 80 percent in the second year;

(iii) 70 percent in the third year;

(iv) 60 percent in the fourth year;

(v) 50 percent in the fifth, sixth, seventh, and eighth such years; and

(vi) 35 percent in any subsequent year.

(B) REMAINING COST- The remaining cost of a program assisted under this subpart may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act.

(2) WAIVER- The State educational agency may waive, in whole or in part, the Federal share described in paragraph (1) for an eligible entity if the entity —

(A) demonstrates that it otherwise would not be able to participate in the program assisted under this subpart; and

(B) negotiates an agreement with the State educational agency with respect to the amount of the remaining cost to which the waiver will be applicable.

(3) PROHIBITION- Federal funds provided under this subpart may not be used for the indirect costs of a program assisted under this subpart, except that the Secretary may waive this paragraph if an eligible recipient of funds reserved under section 1232(a)(1)(C) demonstrates to the Secretary's satisfaction that the recipient otherwise would not be able to participate in the program assisted under this subpart.

(c) USE OF FUNDS FOR FAMILY LITERACY SERVICES-

(1) IN GENERAL- A State educational agency may use a portion of funds reserved under section 1233(a), to assist eligible entities receiving a subgrant under section 1233(b) in improving the quality of family literacy services provided under Even Start programs under this subpart, except that in no case may a State educational agency's use of funds for this purpose for a fiscal year result in a decrease from the level of activities and services provided to program participants in the preceding year.

(2) PRIORITY- In carrying out paragraph (1), a State educational agency shall give priority to programs that were of low quality, as evaluated based on the indicators of program quality developed by the State educational agency under section 1240.

(3) TECHNICAL ASSISTANCE TO HELP LOCAL PROGRAMS RAISE ADDITIONAL FUNDS- In carrying out paragraph (1), a State educational agency may use the funds referred to in that paragraph to provide technical assistance to help local programs of demonstrated effectiveness to access and leverage additional funds for the purpose of expanding services and reducing waiting lists, including requesting and applying for non-Federal resources.

(4) TECHNICAL ASSISTANCE AND TRAINING- Assistance under paragraph (1) shall be in the form of technical assistance and training, provided by a State educational agency through a grant, contract, or cooperative agreement with an entity that has experience in offering high-quality training and technical assistance to family literacy providers.

SEC. 1235. PROGRAM ELEMENTS.

Each program assisted under this subpart shall —

(1) include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

(2) include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counselling, other developmental and support services, and related services;

(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as —

(A) scheduling and locating of services to allow joint participation by parents and children;

(B) child care for the period that parents are involved in the program provided under this subpart; and

(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

(4) include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

(5) with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that —

(A) not later than December 21, 2004 —

(i) a majority of the individuals providing academic instruction —

(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(ii) the individual responsible for administration of family literacy services under this subpart has received training in the operation of a family literacy program; and

(iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and

(B) all new personnel hired to provide academic instruction —

(i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

- (6) include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;
- (7) provide and monitor integrated instructional services to participating parents and children through home-based programs;
- (8) operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;
- (9) be coordinated with —
 - (A) other programs assisted under this Act;
 - (B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and
 - (C) the Head Start program, volunteer literacy programs, and other relevant programs;
- (10) use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;
- (11) encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;
- (12) include reading-readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read;
- (13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
- (14) ensure that the programs will serve those families most in need of the activities and services provided by this subpart; and
- (15) provide for an independent evaluation of the program, to be used for program improvement.

SEC. 1236. ELIGIBLE PARTICIPANTS.

- (a) IN GENERAL- Except as provided in subsection (b), eligible participants in an Even Start program are —
 - (1) a parent or parents —
 - (A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or

(B) who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this subpart, or who are attending secondary school; and

(2) the child or children, from birth through age 7, of any individual described in paragraph (1).

(b) ELIGIBILITY FOR CERTAIN OTHER PARTICIPANTS-

(1) IN GENERAL- Family members of eligible participants described in subsection (a) may participate in activities and services provided under this subpart, when appropriate to serve the purpose of this subpart.

(2) SPECIAL RULE- Any family participating in a program assisted under this subpart that becomes ineligible to participate as a result of one or more members of the family becoming ineligible to participate may continue to participate in the program until all members of the family become ineligible to participate, which —

(A) in the case of a family in which ineligibility was due to the child or children of the family attaining the age of 8, shall be in 2 years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and

(B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of the family, shall be when all children in the family attain the age of 8.

(3) CHILDREN 8 YEARS OF AGE OR OLDER- If an Even Start program assisted under this subpart collaborates with a program under part A, and funds received under the part A program contribute to paying the cost of providing programs under this subpart to children 8 years of age or older, the Even Start program may, notwithstanding subsection (a)(2), permit the participation of children 8 years of age or older if the focus of the program continues to remain on families with young children.

SEC. 1237. APPLICATIONS.

(a) SUBMISSION- To be eligible to receive a subgrant under this subpart, an eligible entity shall submit an application to the State educational agency in such form and containing or accompanied by such information as the State educational agency shall require.

(b) REQUIRED DOCUMENTATION- Each application shall include documentation, satisfactory to the State educational agency, that the eligible entity has the qualified personnel needed —

(1) to develop, administer, and implement an Even Start program under this subpart; and

(2) to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

(c) PLAN-

(1) IN GENERAL- The application shall also include a plan of operation and continuous improvement for the program, that includes —

- (A) a description of the program objectives, strategies to meet those objectives, and how those strategies and objectives are consistent with the program indicators established by the State;
- (B) a description of the activities and services that will be provided under the program, including a description of how the program will incorporate the program elements required by section 1235;
- (C) a description of the population to be served and an estimate of the number of participants to be served;
- (D) as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought;
- (E) a statement of the methods that will be used —
 - (i) to ensure that the programs will serve families most in need of the activities and services provided by this subpart;
 - (ii) to provide services under this subpart to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and
 - (iii) to encourage participants to remain in the program for a time sufficient to meet the program's purpose;
- (F) a description of how the plan is integrated with other programs under this Act or other Acts, as appropriate; and
- (G) a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives described in subparagraph (A) and for continuing use of evaluation data for program improvement.

(2) DURATION OF THE PLAN- Each plan submitted under paragraph (1) shall —

- (A) remain in effect for the duration of the eligible entity's participation under this subpart; and
- (B) be periodically reviewed and revised by the eligible entity as necessary.

(d) CONSOLIDATED APPLICATION- The plan described in subsection (c)(1) may be submitted as part of a consolidated application under section 9305.

SEC. 1238. AWARD OF SUBGRANTS.

(a) SELECTION PROCESS-

(1) IN GENERAL- The State educational agency shall establish a review panel in accordance with paragraph (3) that will approve applications that —

(A) are most likely to be successful in —

(i) meeting the purpose of this subpart; and

(ii) effectively implementing the program elements required under section 1235;

(B) demonstrate that the area to be served by the program has a high percentage or a large number of children and families who are in need of those services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);

(C) provide services for at least a 3-year age range, which may begin at birth;

(D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;

(E) include cost-effective budgets, given the scope of the application;

(F) demonstrate the applicant's ability to provide the non-Federal share required by section 1234(b);

(G) are representative of urban and rural regions of the State; and

(H) show the greatest promise for providing models that may be adopted by other family literacy projects and other local educational agencies.

(2) PRIORITY FOR SUBGRANTS- The State educational agency shall give priority for subgrants under this subsection to applications that —

(A) target services primarily to families described in paragraph (1)(B); or

(B) are located in areas designated as empowerment zones or enterprise communities.

(3) REVIEW PANEL- A review panel shall consist of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals, such as one or more of the following:

(A) A representative of a parent-child education organization.

(B) A representative of a community-based literacy organization.

(C) A member of a local board of education.

(D) A representative of business and industry with a commitment to education.

(E) An individual who has been involved in the implementation of programs under this title in the State.

(b) DURATION-

(1) IN GENERAL- Subgrants under this subpart may be awarded for a period not to exceed 4 years.

(2) STARTUP PERIOD- The State educational agency may provide subgrant funds to an eligible recipient, at the recipient's request, for a 3- to 6-month start-up period during the first year of the 4-year grant period, which may include staff recruitment and training, and the coordination of services, before requiring full implementation of the program.

(3) CONTINUING ELIGIBILITY- In awarding subgrant funds to continue a program under this subpart after the first year, the State educational agency shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237(c)(1)(A) and shall evaluate the program based on the indicators of program quality developed by the State under section 1240.

(4) INSUFFICIENT PROGRESS- The State educational agency may refuse to award subgrant funds to an eligible entity if the agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1240, after —

(A) providing technical assistance to the eligible entity; and

(B) affording the eligible entity notice and an opportunity for a hearing.

(5) GRANT RENEWAL- (A) An eligible entity that has previously received a subgrant under this subpart may reapply under this subpart for additional subgrants.

(B) The Federal share of any subgrant renewed under subparagraph (A) shall be limited in accordance with section 1234(b).

SEC. 1239. EVALUATION.

From funds reserved under section 1232(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this subpart —

- (1) to determine the performance and effectiveness of programs assisted under this subpart;
- (2) to identify effective Even Start programs assisted under this subpart that can be duplicated and used in providing technical assistance to Federal, State, and local programs; and
- (3) to provide State educational agencies and eligible entities receiving a subgrant under this subpart, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure that local evaluations undertaken under section 1235(15) provide accurate information on the effectiveness of programs assisted under this subpart.

SEC. 1240. INDICATORS OF PROGRAM QUALITY.

Each State educational agency receiving funds under this subpart shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this subpart. The indicators shall be used to monitor, evaluate, and improve those programs within the State. The indicators shall include the following:

- (1) With respect to eligible participants in a program who are adults —
 - (A) achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy;
 - (B) receipt of a secondary school diploma or a general equivalency diploma (GED);
 - (C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
 - (D) such other indicators as the State may develop.
- (2) With respect to eligible participants in a program who are children —
 - (A) improvement in ability to read on grade level or reading readiness;
 - (B) school attendance;
 - (C) grade retention and promotion; and
 - (D) such other indicators as the State may develop.

SEC. 1241. RESEARCH.

(a) IN GENERAL- The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, in order to —

(1) improve the quality of existing programs assisted under this subpart or other family literacy programs carried out under this Act or the Adult Education and Family Literacy Act; and

(2) develop models for new programs to be carried out under this Act or the Adult Education and Family Literacy Act.

(b) SCIENTIFICALLY BASED RESEARCH ON FAMILY LITERACY-

(1) IN GENERAL- From amounts reserved under section 1232(b)(2), the National Institute for Literacy, in consultation with the Secretary, shall carry out research that —

(A) is scientifically based reading research; and

(B) determines —

(i) the most effective ways of improving the literacy skills of adults with reading difficulties; and

(ii) how family literacy services can best provide parents with the knowledge and skills the parents need to support their children's literacy development.

(2) USE OF EXPERT ENTITY- The National Institute for Literacy, in consultation with the Secretary, shall carry out the research under paragraph (1) through an entity, including a Federal agency, that has expertise in carrying out longitudinal studies of the development of literacy skills in children and has developed effective interventions to help children with reading difficulties.

(c) DISSEMINATION- The National Institute for Literacy shall disseminate, pursuant to section 1207, the results of the research described in subsections (a) and (b) to State educational agencies and recipients of subgrants under this subpart.

SEC. 1242. CONSTRUCTION.

Nothing in this subpart shall be construed to prohibit a recipient of funds under this subpart from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings where appropriate.

ELIGIBLE APPLICANTS

An Even Start Family Literacy application **must** be a **partnership** between:

- A. one or more LEA; and
- B. one or more nonprofit community based organizations, public agency(ies) other than an LEA, institution(s) of higher education, or public or private organization(s) other than an LEA of demonstrated quality. **Note:** The Missouri State Constitution limits the manner in

which funds may be distributed to religious organizations. For further guidance, contact the Director of Financial Management at 573-751-4420.

A partnership may take a number of different forms. However, in each case, the partners **must** clearly define their respective roles and functions, identify the partner that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.

GENERAL GUIDELINES

FISCAL AND COMPLIANCE AUDITS

All contractors **must** arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the DESE by October 31 following the audit period.

APPLICATION

Funds **shall** not be obligated for a given year until July 1 or the date a substantially approvable application is received by DESE, whichever comes later. **The program must operate year round.**

BUDGET AMENDMENTS

Programs may amend the approved budget throughout the year. DESE will not accept any written requests for pre-approvals. You are allowed to move around 10% of your **total** budget within the budget categories without submitting an amendment. No amendment would be needed to move money within the category between budgeted items. **You may not add any new activities to the budget.**

OBLIGATION OF FUNDS

Contractors may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

If the obligation is for -	The obligation is made -
Rental of real or personal property	When the contractor uses the property
Personal services by an employee of the contractor	When the services are performed
Personal services by a contractor who is not an employee of the contractor	On the date in which the contractor makes a binding written commitment to obtain the services*
Performance of work other than personal services	On the date in which the contractor makes a binding written commitment to obtain the work
Public utility services	When the contractor receives the services
Travel	When the travel is taken

* If this commitment is made before the grant period, the contractor **must** include in the commitment letter or contract the following type of statement: "The provision of payment for these

services is contingent on the availability of federal funds and approval for the use of those funds by DESE.”

FINANCIAL REQUIREMENTS

The contractor **must** maintain financial and accounting records and evidence pertaining to the contract in accordance with generally accepted accounting principles and other procedures specified by the state. These records **must** be made available at all reasonable times to the State agency and/or its designees during the contract period and any renewal period, and for three (3) years from the date of final payment on the contract or contract renewal period.

The contractor **shall** permit governmental auditors and authorized representatives of the State to have access for the purpose of audit or examination of any of the books, documents, papers, and records of the contractor's recording receipts and disbursements of any of the funds made available to the contractor under the contract at any reasonable time. The contractor further agrees that any audit exception noted by governmental auditors **shall** not be paid by the state agency and **shall** be the sole responsibility of the contractor, provided that it may contest any such exception by any legal procedure it deems appropriate and that the state agency will pay the contractor all amounts which may ultimately be held entitled to receive as a result of any such legal action.

The contractor **shall** agree and understand that DESE will make payments based on DESE's allotment of federal funds.

The contractor **must** insure that all services have been provided or obligated prior to submitting an invoice to the state agency for payment/reimbursement from the state agency.

The contractor **shall** agree and understand that any amount funded per the contract is subject to appropriations made by the General Assembly and signed into law by the Governor. In addition, the total budget amount described herein is also subject to reduction by the state agency when deemed in the best interest of DESE. Therefore, DESE does not guarantee that any amount of funds will be spent in accordance with the contract.

REPORTING AND PAYMENT INFORMATION

The firm, fixed price **shall** constitute the total amount due the contractor for all services specified in the requirements of this document unless services are specifically listed as reimbursable in the paragraph related to reimbursements below.

On the face of each invoice, the contractor **must** identify the vendor name, tax identification number, invoice number, and the approved invoice amount.

The contractor **shall** understand and agree the state will make all contract payments to the contractor through electronic funds transfer (EFT). Therefore, prior to any payments becoming due under the contract, the contractor **must** return a completed state Vendor ACH/EFT Application which is downloadable from the following website:

http://www.oa.mo.gov/acct/pdf/files/vendor_input_form.pdf.

Each contractor invoice **must** contain an unique invoice number. The invoice number will be listed on the state's EFT addendum record to enable the contractor to properly apply state payments to invoices. The contractor **must** comply with all other invoicing requirements stated in the IFB.

Upon receipt and approval of a properly prepared monthly invoice and all required reports and

documentation, the state agency **shall** pay the contractor the firm fixed price according to the payment schedule.

If the deadline requirements stated are not met, all monies received **must** be returned to DESE no later than January 1, 2007.

To receive final payment, a final expenditure report **must** be submitted on May 15. If needed, a revised report is due no later than thirty (30) days after the ending date of the project. All project bills **must** be paid before submission of the revised report. The final payment of cash due will be transmitted **ONLY** upon receipt and approval of this report.

Cumulative transfers among approved object codes may not exceed 10 percent of the currently approved total budget within each of the approved programs. Expenditures in excess of the approved budget or of the allowable variations are the responsibility of the contractor.

In addition to the invoice and the final expenditure report Even Start Family Literacy requires other reports that include: monthly reports, local independent evaluations, monitoring forms, and data collection forms. Even Start Quarterly Reports are due quarterly. The data collection forms are due no later than 30 days after the ending date of the project. **Local independent evaluations are due 30 days after the ending date of the project.**

ENDING DATE OF PROJECT

All project activities and obligations **must** conclude by June 30.

PROGRAM OPERATIONS

This program **must** operate year round.

RECORD KEEPING

All records **must** be retained:

- for three years after the close of the fiscal year in which funds were expended
- until any pending audits have been completed
- until all findings and recommendations arising from audits or monitoring have been completely resolved

ACCOUNTING REQUIREMENTS

Separate and identifiable accounting records for receipts and expenditures **must** be maintained. Records of both obligations and expenditures are to be kept separately by expenditure code. If staff is paid with grant funds (stipends for workshop attendance or hourly rates for out-of-contract time), there **must** be documentation of time for payment purposes (sign-in forms for workshops and hours listed for out-of-contract time).

The contractor **must** not combine funds under Titles I, II, III, IV, VI, Migrant Education Program, and Even Start Family Literacy Program, except as they are used in an administrative pool or a schoolwide program. When funds are used in an administrative pool or a school wide program however, the contractor **must** develop a separate source code for reporting expenses to each of these fiscal strands.

REVENUE CODES

The following revenue code for Even Start Family Literacy funds received from the federal government through the Department of Elementary and Secondary Education is:

The Revenue Code is 5476.	CFDA Number is 84.213C
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INVENTORY CONTROL

All materials and capital outlay costing \$1,000 or more per unit/set are subject to specific inventory management and control requirements as follows:

1. Items acquired using federal or state monies **shall** be physically marked by source of funding.
2. Inventory **must** be current and available for review and audit. The following information **must** be included:
 - a description of the property, including manufacturer's model number, if any
 - manufacturer's serial number or other identification number
 - identification of the funding source under which the property was acquired
 - acquisition date and unit cost
 - source of property (company name)
 - percentage of federal funds used in the purchase of the property
 - present location, use, condition of the property, and date the information was reported
 - all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory **must** be updated as items are purged or new purchases are made.
4. Adequate safeguards **must** be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft **must** be investigated and fully documented. The contractor is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the contractor should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered discretionary grant equipment and should be inventoried accordingly.
5. Adequate maintenance procedures **must** be implemented.
6. A physical inventory of items **must** be taken and the results reconciled with the inventory records at least once every two years.

DISPOSITION OF CAPITAL OUTLAY

Equipment is all property costing over \$1,000 that is electrical or mechanical in nature and which would normally be repaired instead of discarded or replaced. Equipment with an acquisition cost **of less than \$2,000** which is at least five years old and no longer effective may be purged or transferred to the contractor at no cost upon DESE approval. Records of transferred equipment **must** be retained for three years from date of transfer. The written request to purge or transfer **must** include:

- item
- date of acquisition
- original cost
- reason for purge or transfer
- anticipated use

Contractors **must** request from DESE disposition instructions for capital outlay with an acquisition cost of \$2,000 or more per unit.

Contractor given permission to purge equipment less than five years old will not be given approval to purchase similar equipment until the five-year period has ended.

STUDENT PRIVACY AND SOCIAL SECURITY NUMBERS

The Privacy Act of 1972, among other things, established the criteria by which an organization can legitimately request certain kinds of personal information from its patrons. In the case of Social Security numbers, the law is interpreted to mean that any organization or agency wishing to use this number **must** have a legitimate reason for doing so. Employers, for example, may require it in order to comply with reporting obligations to the Internal Revenue Service.

Since public contractors have no such obligations, that is, no legitimate reason for having the number, they may not require or even suggest students provide a Social Security number to enroll in school. While having the number may be a convenience, requiring it is in clear violation of the law. Attachment A contains the Guidelines Regarding The Use of Social Security Numbers.

Certain entities with which many schools are associated can and do legitimately require Social Security numbers. Two common ones are social services, such as Medicaid, and college and university scholarship sources. In these cases, schools can explain the reasons for using Social Security numbers, and instruct the student or parent wishing to apply for the service to do so directly, without giving the number to the school. Some other services used by schools, such as the state Dropout Hotline, request Social Security numbers but cannot require them; here again the number is used as a convenience.

In summary, schools should take the following steps to ensure that no one is discouraged from enrolling in public school:

- Remove all blanks for Social Security numbers from enrollment forms and other school documents.
- Instruct all district staff, both professional and support, that Social Security numbers are not required of students to enroll in school, or to apply for and receive free or reduced lunches.
- Refrain from asking for any other information or documents that can be tied to U.S. residency.

CONTROL OF PUBLIC FUNDS

The public contractor controls funds, employment, and contracts used to provide services to nonpublic students. Services **shall** be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The district makes the final decision with respect to the services provided to nonpublic children with funds from the federal or state discretionary programs.

COMPLAINT RESOLUTION PROCEDURE

Contractors **must** have board-adopted, written procedures to resolve allegations of violations of requirements under the federal or state programs. The procedures should be made known and a copy maintained in each building. DESE has adopted written procedures in the event that a complainant disputes a contractor decision. Contractors **must** disseminate, free of charge, adequate information about the complaint procedures to parents of students and appropriate private school officials or representatives. Copies of these procedures are available upon request to the Director of the Federal Discretionary Grants Section.

SUSPENSION OF APPROVAL

When DESE finds that a contractor receiving funds under a federal or state program has failed to comply with legal requirements or with the approved application, corrective action **must** be taken immediately and documentation **must** be submitted to DESE within a reasonable period of time (generally within two months). Failure to respond adequately will result in either or both of the two following actions:

- suspension of further payments for the noncompliant program until appropriate documentation is provided
- denial of the use of funds for all or part of the cost of the program activity not in compliance.

SCHOOL BUSES

School buses are the safest way of transporting children since buses are designed with special safety features called compartmentalization. Compartmentalization is a passive crash protection system that includes strengthened bus bodies, close spacing of the seats, padded, flexible, and higher seat backs.

Contractors may use district-owned buses or contract with a school bus company to provide the transportation service. The school bus contractor **must** comply with all state statutes and State Board of Education regulations that govern transportation by Missouri public contractors.

PUPIL TRANSPORTATION IN VEHICLES OTHER THAN SCHOOL BUSES

PURPOSE: Section 304.060, RSMo, authorizes vehicles other than approved school buses to be used for transportation of students. This rule establishes standards for transportation in vehicles other than approved school buses.

(1) Requirements for transportation of students in vehicles designed for transporting more than ten (10) passengers including the driver.

(A) After July 1, 2001, newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity, as defined by the manufacturer, to carry more than ten (10) passengers including the driver that are used to transport students to or from school or to transport students to or from any place for educational purposes or school purposes shall meet state and federal specification and safety standards applicable to school buses. Contract common carriers meeting federal Department of Transportation standards may be used for field trips as outlined in section (3) of this rule.

(2) Requirements for transportation of students in vehicles designed for transporting ten (10) passengers or less including the driver.

(A) The number of passengers, including students and driver, that may be transported at any one (1) time shall be limited to the number the manufacturer suggests as appropriate for that vehicle in accordance with section 304.060, RSMo, or if not posted in the vehicle, then limited to the number of seat belts in the vehicle.

(B) The driver and each passenger shall be properly secured with the appropriate seat restraint at all times while the vehicle is in motion.

(C) Motor vehicles designed for enclosed passenger transportation may be used subject to approval by the local board of education.

(D) Motor vehicles shall be licensed according to law and shall display a current state safety inspection sticker.

(E) The driver of a district owned or district contracted vehicle shall have a valid Missouri operator's license for the motor vehicle and comply with section 302.272, RSMo, and 5 CSR 30-261.010(2)(A)1-3, not to include a parent or guardian transporting only their children under a written contract with the district and who is not compensated by the district. The parent or guardian shall have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A).

(F) The driver of a privately owned vehicle who is not compensated by the school district to transport students to and from school or school related events shall have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A). This shall include any person who transports school children as an incident to employment with a school or school district, such as a teacher, coach, administrator, secretary, school nurse, or janitor unless such person is under contract with or employed by a school or school district as a school bus operator as per section 302.010 (19), RSMo. Compensation shall be defined for the purpose of this section as any reimbursement received by the driver that exceeds the average cost of operating a car per mile as established by the American Automobile Association.

(G) Motor vehicles shall have liability insurance coverage in accordance with section 537.610, RSMo, and as required by the local board of education.

(H) When transportation service in motor vehicles other than those licensed as school buses is contracted, there shall be a written contract between the district and the individual or firm providing the service.

(3) Requirements for Transportation of Students in Authorized Common Carriers.

(A) Authorized common carriers shall only be used to transport students to and from field trips or other special trips for educational purposes and shall not be used to transport students to and from school. Authorized common carriers, as used in this rule, are over-the-road intercity-type coaches equipped with reclining seats, air conditioning and restroom facilities, and holding authority from the Missouri Department of Economic Development, Division of Motor Carrier and Railroad Safety, or the Federal Motor Carrier Safety Administration.

(B) There shall be a written contract between the district and individual or firm providing the vehicle.

(C) All contracts with authorized common carriers shall include:

1. Proof of liability insurance in the amount of five (5) million dollars per accident; and
2. Proof of safety inspection and compliance with applicable federal Motor Carrier Safety Regulations.

(D) The driver of an authorized common carrier shall hold a valid Missouri commercial driver's license or a similar license valid in any other state and shall comply with all applicable driver qualifications of the federal Motor Carrier Safety Regulations.

If you have any questions regarding the above information, refer to the School Transportation Administrator's Handbook found on the following website:

<http://dese.mo.gov/divadm/trans/adminhandmenu.html>

PROGRAM GUIDANCE

EVEN START FAMILY LITERACY COMPONENTS

An Even Start Family Literacy program **must build on and not duplicate** existing resources. This program will coordinate the available resources and add needed services to provide comprehensive, integrated services of sufficient intensity and duration to make sustainable changes in a family.

The hours suggested for each program element listed below are standards set by the State of Missouri based on Federal requirements.

A quality program will meet or exceed the following standards.

- **Adult Literacy (60 hours per month):** The Adult Literacy component **must** include basic literacy skills, basic academic skills, and preparation for the General Education Development (GED) diploma. The adult literacy component **must** be provided in collaboration with an established Adult Education and Literacy (AEL) program serving the area. Instruction and materials for the Adult Education component of the program can be supplemented with Even Start funds. The most important source of funds for the adult component of a family literacy program is the Adult Education and Family Literacy Act. The three most common types of instruction supported through adult education grants are: Adult Basic Education (ABE) for basic literacy services for adults whose skills are below the eighth-grade level; Adult Secondary Education (ASE) for services designed to prepare students to obtain a high school equivalency diploma; and English Language Learner (ELL) for services for adults with limited English proficiency. The Adult Literacy component should be offered a minimum of 60 hours per month. Student progress will be assessed regularly and frequently and compared to literacy levels at program entry. Instruction and assessment will promote: achievement in reading, writing, language acquisition, problem solving and numeracy; receipt of high school diploma or GED; or entry into post-secondary education, job retraining or employment or career advancement. Program format, schedule, location, entry options, and support services (such as Early Childhood Education and transportation) will reflect the needs of learners. Assessments included in the evaluation database are: Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS).
- **Early Childhood Education (80 hours per month):** The Early Childhood Education component **must** be developmentally appropriate for the ages of children served and may be provided only while the parents are attending the Even Start components of adult literacy, parenting education, and Parent and Child Together Time (PACT), so the need for early education is not a barrier to parental participation. Appropriate early education services **must** be provided for children ages birth through the age of seven and should be offered a minimum of 80 hours per month. Even Start projects **must** teach research-based early reading skills for preschool age children, to ensure that those children enter school ready to learn to read. For school-age children, Even Start projects **must** provide supplemental research-based instruction to ensure that those children succeed in school. The physical environment, adult-child ratio, and staff certification will all meet or exceed minimum required standards for certification and licensure. Curriculum design and classroom environment will be language rich and interactive, will nurture development of problem-solving skills and will provide opportunities for child-initiated learning. A commitment to continuity of quality education will be reflected in the program's recognition of Early Childhood staff as professionals deserving of a living wage, health insurance, and on-going training and educational opportunities. Assessments included in the evaluation database are: Preschool Language Scale, Fourth Edition (PLS-4) or Peabody Picture Vocabulary Test – Third Edition (PPVT-III).
- **Parenting Education (20 hours per month – 8 hours must be literacy based grounded in Scientifically Based Reading Research (SBRR)):** The parenting education component will maintain a literacy focus. This component reinforces efforts in all other components and

should be a minimum of 20 hours per month. Parenting Education will provide information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children. Current resources for parenting education include the state-funded Parents As Teachers (PAT) program, which provides services for families with pregnant teens and children birth to age five (5) and the voluntary Practical Parenting Partnerships (PPP) program, which provides parenting education for parents who have children in elementary school through high school.

- **Parent and Child Together Time (PACT) (20 hours per month – 12 hours must be literacy based grounded in SBRR):** A regularly scheduled time **must** be built into the Even Start schedule when parents and children work together on educational activities. This component should be offered a minimum of 20 hours per month. PACT time consists of regularly scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PACT activities build adult understanding of the critical role parents play in positive adult-child interactions. During PACT time staff will provide parents with materials and techniques to support their children's learning in the home as well as education and encouragement for parents in their role as advocates in their child's formal education experiences. This will be time when the Even Start staff can model learning strategies and observe the progress being made in parent/child interaction. This component reinforces efforts in all other components.
- **Home-Based Activity (One visit per month):** Visits can be completed by the adult educator, the PAT parent educator, or by an Even Start Family Literacy educator who is PAT-trained or PPP-trained. This component reinforces efforts in all other components. Recognizing that some families may require a transition period before they are comfortable with and committed to home visits, alternate locations such as libraries, can be utilized temporarily if the family is initially uncomfortable with the visit occurring in the home. Home visitors will demonstrate sensitivity to family culture and respect family boundaries. Ideally, home visitors will speak the first language of the family or involve collaborators who share linguistic and cultural backgrounds of the family. Home visitors will utilize materials and approaches appropriate to the family and will seek transfer of home visit activities to daily interactions between parent and child. A minimum of one visit per month will be scheduled for each participant for every month he/she participates in the Even Start program.

LOCAL ADMINISTRATION

Program Elements: Each local Even Start program is a complex project comprised of many different elements that when added, should equal more than the sum of each individual element. The fifteen statutory required program elements for Even Start projects, primarily grounded in research and national evaluation data, are intended to ensure that projects offer high-quality services so that all participating families can achieve their literacy goals. (Section 1235 of the ESEA.)

It is important to note that all Even Start projects funded both before and after the December 21, 2000 LIFT Act reauthorization are subject to that law's new requirements and, therefore, **must** be implementing all fifteen required program elements.

These program elements clarify the methods for the best implementation of the four Even Start core requirements -- early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English language learners), parenting education, and interactive

literacy activities between parents and their children -- and the activities needed to support successful programs. An elaboration of each program element is provided below.

1. **Identification and Recruitment of Families Most In Need of Even Start Services.** Each project **must** identify and recruit families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
2. **Screening and Preparation of Participants.** Each project **must** screen and prepare parents (including teenage parents) and children to enable such parents and children to participate fully in Even Start activities and services.
3. **Flexible Scheduling and Support Services.** Each project **must** be designed to accommodate participants' work schedules and other responsibilities. This includes providing support services, when such services are unavailable from other sources, which are necessary for full participation in the Even Start program. Flexibility in scheduling classes in order to optimize family participation and retention is especially critical given the demands of work participation requirements for public assistance, as well as providing support services such as transportation, early childhood education, and meals.
4. **High-Quality, Intensive Instructional Programs.** Each project **must** provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.
5. **Staff Qualifications.** (Section 1235(5)) Each project **must** meet the following staff qualification requirements for staff whose salaries are paid in whole or in part with Even Start funds. Staff who are not paid with Even Start funds, such as staff supported by collaborators or partners, are not subject to the requirements of this program element.

Staff providing academic instruction

Instructional staff are considered those staff members who provide instruction in the four core Even Start components.

All instructional staff – by December 21, 2004, a majority of the individuals providing academic instruction:

1. **must** have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and

New instructional staff who are hired to work in Even Start projects **must**, when they are hired:

1. have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education.
6. **Staff Training.** Each project **must** train staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of Even Start instructional services offered.

7. **Home-Based Instructional Services.** Each project **must** provide and monitor integrated instructional services to participating parents and children through home-based services. These services should be designed to improve the literacy skills of parents or their children, or both, and communicate the message that the home is a child's first classroom, just as the parent is a child's first teacher.
8. **Year-Round Services.** Each project **must** operate on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months. This allows families to receive continuous opportunities to improve their learning and avoid the drop-off in achievement that often occurs during long breaks or vacations. Therefore, the families served during the summer should be the same families served during the school year.
9. **Coordination with Other Programs.** Each project **must** coordinate with relevant programs, such as Title I, Part A, Early Reading First, Reading First, Migrant Education, 21st Century Community Learning Centers, Head Start, and volunteer literacy programs. Local projects **must** also coordinate with any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998, and any other relevant programs.
10. **Instructional Programs Based on Scientifically Based Reading Research.** Each project **must** use instructional programs based on scientifically based reading research for children and adults, to the extent such research is available. The underlying premise of basing instructional programs on scientifically based reading research is that using strategies and techniques that are demonstrated to be effective through the application of scientific research methods will give districts and schools a higher probability that children enter school prepared to learn to read and adults significantly improve their literacy and help their children succeed in school.
11. **Attendance and Retention.** Each project **must** encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
12. **Reading Readiness Activities Based on Scientifically Based Reading Research.** Each project **must** base its reading readiness activities for preschool children on scientifically based reading research to the extent available, to ensure children enter elementary school ready to learn to read.
13. **Continuity of Services.** (Section 1235(13)) Each project **must** promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.
14. **Providing Services to Families Most In Need.** (Section 1235(14)) Each project **must** ensure that the program will serve those families most in need of Even Start activities and services.
15. **Local Independent Evaluation.** (Section 1235(15)) Each project **must** provide for an independent evaluation of the program that it will use for program improvement. The independent evaluation generally is conducted annually and provides critical data and information to the local program on the performance of each family, as well as on the quality of the implementation of the core components and program elements. The project **must**

use the data and information for participant progress monitoring and continuous program improvement to lead to better participant outcomes.

Although not included as a program element, each project **must** also provide services for at least a three-year age range of children, which may begin at birth. The Department encourages projects to serve the full age range (0 through 7), if they have the capacity to do so.

OTHER COLLABORATIONS NECESSARY FOR AN EVEN START FAMILY LITERACY PROGRAM

Employment Security: Missouri Department of Labor and Industrial Relations, Division of Employment Security refers families to the Even Start program. The Division assists these parents who complete the adult education component in their job search.

Head Start: The Federal government's largest commitment to preschool-age children provides health, education, nutrition, social, and other services to economically disadvantaged preschool children and their families. Most Even Start programs not only coordinate with Head Start, but actually build on Head Start services. Parental involvement has always been a focus of the Head Start Act and requires programs to develop a plan to offer (directly or through local entities) family literacy services and parenting training skills to parents of participating children.

Literacy Organizations: Many communities have local volunteer organizations that work to improve the educational level of Missouri's adults. These organizations should be included in the Even Start collaboration and may provide valuable tutoring services to parents in Even Start programs.

Project Construct: Project Construct is an early childhood program developed and sponsored by the Department. It is a process-oriented curriculum and assessment framework for working with children ages three through seven. Project Construct also provides professional development for elementary educators. Materials and training are available to Even Start projects that choose Project Construct for the early childhood component.

Parents As Teachers (PAT): Every contractor in Missouri has implemented Parents As Teachers and funding is available through the Department. The program provides for periodic developmental screening for all children from birth to kindergarten entry and parent education for parents with children under kindergarten entry age. Many of the activities included in Parents As Teachers are home-based. Materials and training are available to Even Start projects to use as part of their parenting education component.

Special Education: The Effective Practices Section of the Department funds a special education preschool program for children ages three and four. This program will be available to Even Start families through the contractor. The Department also serves as the lead agency for First Steps, a program for infants and toddlers that identifies infants with disabilities and assigns a service coordinator to the family. The service coordinator helps the family identify and make use of all the services available to the children and the family. Even Start programs will have access to the resources of First Steps for those families with children who qualify for First Steps services. Both of these programs support family involvement and can collaborate with Even Start to provide needed services to Even Start families with special needs children.

Title I, ESEA – Improving the Academic Achievement of the Disadvantaged: The purpose of the Title I program is to ensure that all children have a fair, equal, and significant opportunity to

obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Children from preschool through grade 12 who are residents of attendance areas with high concentrations of low-income families and whose achievement is below that expected of a student of the same age and/or grade placement may participate in Title I programs. Schools with a free/reduced lunch count of 40 percent or more may request to serve all students. Schools with less than 40 percent free/reduced lunch count **must** target services to educationally disadvantaged students identified through multiple criteria. Title I provides funds to public contractors to implement supplementary instruction for low-achieving students living in attendance areas with high concentrations of low-income families. Programs should assist eligible students to reach the same high standards as all other students are expected to reach. Title I may promote Schoolwide reform and ensure the access of children to effective scientifically based instructional strategies and challenging academic content. Title I should elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development. It should also afford parents substantial and meaningful opportunities to participate in the education of their children. An LEA **must** reserve at least one percent of their Title I, Part A allocation for parent involvement activities, including family literacy and parenting skills, unless the one percent equals \$5,000 or less. Part A of Title I funds may also be used for preschool programs for educationally disadvantaged children who reside in high poverty areas.

Title II.A, ESEA – Preparing, Training, and Recruiting High Quality Teachers and Principals:

This program prepares, trains, and recruits high quality teachers and principals to improve student achievement in core academic areas. Elementary and secondary teachers and administrators in public and nonpublic schools and public school students in K-12 grades may participate in this program. Funds are granted to the contractor to provide professional development/training for teachers and principals in the core subject areas in elementary or secondary schools in both public and nonpublic schools within the district. Funds may also be used to hire additional teachers to reduce class sizes in the public schools.

Title II.D, ESEA – Enhancing Education Through Technology: Title II.D supports local and statewide efforts in integrating technology in elementary and secondary school curricula and instruction to improve student academic achievement. Children from preschool through grade 12 and teachers and administrators in elementary and secondary schools may receive services from this program. Title II.D provides funds for public contractors to receive professional development in effectively integrating technology in their curricula and instruction. Twenty-five percent of funds **must** be used for this professional development with the remaining to be used for this professional development and/or technology resources. Technology is to promote parent and family involvement in education and communication among students, parents, and school staff.

Title III - Language Instruction for Limited English Proficient and Immigrant Students: The purpose of this program includes assisting SEAs and LEAs to build their capacity to establish, implement, and sustain language instruction education programs for limited English proficient children and to promote parental and community participation in language instruction.

Title IV.A, ESEA - Safe and Drug-Free Schools and Communities: The Safe and Drug-Free Schools and Communities (SDFSC) Program establishes, implements and/or continues locally appropriate violence and drug abuse prevention programs for students, schools, and communities. Public and nonpublic students, grades pre-kindergarten through grade 12, school staff and community members may participate in this program. The SDFSC program provides grants to local contractors for the purpose of developing and implementing or for improving school-based

drug abuse and violence prevention education programs, family and community-based programs, and other educational programs to prevent drug abuse and to provide a safe and disciplined environment conducive to learning. Programs implemented **must** comply with the six Principles of Effectiveness.

Title V, ESEA – Promoting Informed Parental Choice and Innovative Programs: Title V program supports local and statewide reform efforts and promising educational reform programs to provide a continuing source of innovation and educational improvement to meet the special educational needs of at-risk and high cost students, and to develop and implement education programs to improve school, student, and teacher performance. Participants in Title V programs may be selected at the discretion of local contractors. The purposes of Title V are: (1) to support local education reform efforts which are consistent with and support statewide education reforms efforts; (2) to provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research; (3) to provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials; (4) to meet the educational needs of all students, including at-risk youth; and (5) to develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

ELIGIBLE PARTICIPANTS

Even Start Family Literacy participants **must** have at least one eligible parent and one eligible child, as described below, participating together.

Parents: To be eligible, an adult **must** be the “parent” of an eligible child and either be:

1. eligible to participate in adult basic education programs under the Adult Education and Family Literacy Act; or
2. within the State's compulsory school attendance age range, so long as the LEA provides or ensures the availability of the basic education component as required by statute. A teen parent has to be considered most in need of the Even Start Family Literacy services.
3. attending a secondary school

Eligible Participants under the Adult Education and Family Literacy Act are individuals:

1. who have attained 16 years of age;
2. who are not enrolled or required to be enrolled in secondary school under State law; and
3. who--
 - i. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - ii. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - iii. are unable to speak, read, or write the English language.

The definition of “parent” includes a biological or adoptive parent, or a legal guardian or other person standing “in loco parentis.” “In loco parentis” means a person acting in place of a parent or legal guardian and may include a grandparent, stepparent, aunt, uncle, older sibling, or other person either (1) with whom the child lives or (2) who has been designated by a parent, legal guardian, or by the court to act in place of the parent, legal guardian, or the court.

Children: A child or children from birth through the age of seven of any individual described above.

CONTINUING FAMILY ELIGIBILITY

Families generally may participate in Even Start Family Literacy Program services until all family members become ineligible for participation. In the case of families who enter into the program with children ages birth through seven, when the parent has achieved his or her educational goals, the family continues to be eligible until all children in the family reach age eight. In contrast, if all children in a family have reached the age of eight and the participating parent has not achieved his or her educational goals, the family continues to be eligible for two more years until the youngest participating child is 10 years old or until the parent is no longer eligible for adult education services under the Adult Education and Family Literacy Act, whichever occurs earlier. In both situations, if a family chooses to continue participating in Even Start under the provisions for continuing family eligibility, the family **must** participate in all remaining appropriate Even Start services (parenting education, interactive parent and child literacy activities, home visits) until the family exits the program.

If the Even Start program collaborates with a Title I, Part A program and Part A contributes funds to the Even Start program, families are eligible and may participate in the Even Start program until the parent reaches his or her educational goals, regardless of the age of the child. However, the focus of the local program **must** continue to remain on serving families with young children. Family ineligibility in this situation occurs when the parent attains his or her educational goals.

NONPUBLIC CONSULTATION AND PARTICIPATION

Applicants for the Even Start program **must** consult with the nonpublic schools in their geographic area prior to submitting the grant. Services to nonpublic school children **must** be performed on public or neutral grounds if applicable to a specific discretionary program. The Constitution and laws of the State of Missouri and federal laws apply. If you have specific questions about the participation of private school children and educators, please call the Director of Financial Management at (573) 751-4420.

In General - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies **shall** consult with appropriate private school officials in the geographic attendance area of the Even Start site. This consultation **must** occur during the design and development of the program under this Act and before the grant application is submitted to DESE, on issues such as:

- how the children's needs will be identified;
- what services will be offered;
- how and where the services will be provided; and
- how the services will be assessed.

Timing - Such consultation **shall** occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.

Discussion Required - Such consultation **shall** include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

Contractors/agencies **must** contact the nonpublic schools that have submitted a nonpublic school registration to DESE and are within the geographic attendance area of the Even Start project. If the nonpublic schools fail to respond, contractors/agencies may send a certified letter as proof that they made an effort to contact the nonpublic school. Contact the Director of Financial Management at 573-751-4420 if there is a problem contacting the nonpublic schools.

ALLOWABLE USES OF FUNDS

Even Start Family Literacy funds **must** be used only to supplement, not supplant, the level of funds that would be made available from nonfederal sources in the absence of these funds. These funds **must** be used to expand the educational opportunities for individuals in the Even Start Family Literacy Program and should not be used to fund basic education services that are required by state law.

Even Start funds may fund parent meetings and/or support groups for Even Start parents in addition to those that Parents As Teachers (PAT) and/or Practical Parenting Partnerships (PPP) provide.

It may be helpful to pay the AEL teacher a stipend from Even Start funds for training. The teacher may receive a stipend for time spent with the staff to integrate services and curriculum for families. Even Start funds may supplement existing adult literacy programs with additional activities or at the time when the enrollment becomes so low that the regular ABE program would close the site. The district is responsible for providing AEL services as a state requirement and is responsible for the teacher's salary.

BUDGET CATEGORY SUMMARY

6100 Salaries - Amounts paid for full- and part-time employees of the contractor, including:

- full- and part-time certificated teachers
- substitute teachers
- supplemental pay, or pay for out-of-contract time for Even Start Family Literacy Activities
- full- and part-time non-certificated employee pay
- unused sick or severance pay for non-certificated employees

6200 Employee Benefits - Amounts paid by the contractor on behalf of employees over and above the gross salary; not paid directly to employee. Benefits include:

- teacher and non-teacher retirement
- Old Age, Survivors and Disability Insurance (OASDI) and Medicare
- employee insurance (e.g., dental, life)
- worker's compensation
- unemployment compensation
- other employee-provided services

6300 Purchased Services - Amounts paid for personnel not on the contractor's payroll, and for services required by the contractor/agency. Such services may be purchased from another contractor. The following may fall under this category:

- professional and technical services (e.g., architectural, legal, dental, for attendance at staff meetings, mental health, health, etc.)
- instructional (not covered by other programs such as adult education, Parents As Teachers)
- pupil and staff services
- property services (e.g., cleaning, repairs, maintenance)
- transportation (contracted and non-contracted)
- staff travel
- insurance (other than employee benefits)
- communication (e.g., advertising, printing)
- other (e.g., contracted food services)
- instructional (not covered by other programs such as adult education, Parents As Teachers)
- participants, program staff, and collaborating agencies staff services
- audit, local evaluation, participation in national evaluations, the Even Start Family Literacy Program Information System, data processing, and like services
- building leases/vehicle leasing

6400 Supplies and Materials - Amounts paid for expendable items that are consumed, worn out, or which become part of more complex units or substances. These include:

- general supplies, including freight and cartage
- free and regular textbooks
- library books, periodicals, resource materials
- food (items usually claimed on the School Food Service Reimbursement form)
- energy (electric, gas, oil)
- other supplies and materials

6500 Capital Outlay - Expenditures for the acquisition of fixed assets or additions to fixed assets. Capital outlay is considered to be an object that is purchased. Unit cost **must** be over \$1,000. It covers:

- improvements of ground
- regular equipment
- instructional equipment
- vehicle leasing
- can be budgeted for minor remodeling of a facility that will be used for the program activities

Detailed expenditure object code descriptions may be found in the Missouri Financial Accounting Manual, PROCEDURE NO: CDE-407, Revised July 1997.

FUNDING

The minimum Even Start (Federal) portion of the budget **must** be at least \$75,000 and not exceed \$200,000 for new first-year grantees. The minimum Even Start (Federal) portion of the budget **must** be at least \$52,500 for ninth through subsequent years. For each application, the funds listed in the match column **must** be in addition to the Even Start portion and **must** be equal to the percentage required for the grant year.

The Even Start Family Literacy program has received a 56% reduction nationwide. Federal rules require us to first fund sites that are in their continuation years (years 2, 3, 4, 6, 7, & 8). Because of the size of this reduction, we will not be able to fully fund the continuation sites. There will not be a grant competition for the 2006-2007 school year.

The Even Start Family Literacy regulations require the project to match funds with a steadily decreasing maximum Federal share according to the following table:

Years	Even Start (Federal) portion	Remaining Matching Funds	Compete / Renew
1	90%	10%	Compete
2	80%	20%	Renew
3	70%	30%	Renew
4	60%	40%	Renew
5	50%	50%	Compete
6-8	50%	50%	Renew
9	35%	65%	Compete
10	30%	70%	Compete
11 & Subsequent	27%	73%	Compete

After the first year, the first year's federal share **shall** be the baseline for determining the maximum federal share for subsequent years.

After its 8th year, a program choosing to:

- redevelop its focus and make a partial but significant change in partnership is eligible to compete for funding as a first year grant.
- maintain its focus but completely develops a new partnership is eligible to compete for funding as a first year grant.

- maintain its current focus and partnership may compete for 9th year funding at a maximum of 35% federal share.

The remaining costs of a program may be provided in cash or in kind, and may be obtained from any source, including other Federal funds. In-kind donations **must** be documented. Some examples of documentation are:

- a bill submitted by the in-kind donor with the amount of the items or the services listed and a notation that the time or services are being donated to the project;
- a bill or invoice listing the actual cost of materials and supplies provided by a source outside the Even Start program that are “over and above” the normal materials and supplies provided to the personnel involved in the project.

The goal of an Even Start Family Literacy Program is to become self-sufficient by the end of year 8.

LOCAL EVALUATION

The Even Start Family Literacy Program **must** submit the results of an independent Local Evaluation within 30 days of project ending date.

Local evaluations **must** include areas that meet standards, areas that need attention, and areas that exceed standards as evidenced by Missouri Family Literacy Indicators of Program Quality and Standards of Performance (FLIPQs).

Each applicant will ensure that the evaluation of the program will reflect the National Indicators of Program Quality and the FLIPQs listed on the DESE web site at:

<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/evenstart/index.html>

National Indicators of Program Quality

Adult Education:

- achievement in the areas of reading, writing, English language acquisition, problem solving and numeracy
- receipt of a secondary school diploma or a general equivalency diploma (GED)
- entry into a postsecondary school, job retraining program, or employment/career advancement, including the military

Child Education:

- improvement in ability to read on grade level or reading readiness
- school attendance
- grade retention and promotion

MSIP PLANNING MATRIX AND INSTRUCTIONS

The following charts are for your use in planning your Even Start Family Literacy IFB. A matrix is shown to visually portray what Even Start Family Literacy can furnish funds for this process area and its standards. Below the matrix the same information is explained in more detail.

One of the possible ways you might use these pages in planning would be to determine if your needs assessment or Comprehensive School Improvement Plan indicated a need to improve instruction. Ways in which you may use these funds are listed below the matrix.

The MSIP Standards and Indicators Manual can be located at the following address:

<http://dese.mo.gov/divimprove/sia/msip/index.html>

Other resources for planning are available through the Federal Programs Website at the following address: <http://dese.mo.gov/divimprove/fedprog/index.html>

Instructional Design and Practices

6.3	Instructional Programs
6.4	Instructional Resources
6.5	Learning Climate
6.7	Professional Development
6.8	Library Media Center
6.9	Guidance

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.

Differentiated Instruction and Supplemental Programs

7.1	Special Education
7.4	Preschool
7.5	Parent Involvement
7.6	Community Involvement
7.7	State/Fed. Program Compliance

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.

School Services

8.7	Complaint Procedures
8.8	Public Information
8.11	Health Services
8.12	Nutrition
8.13	Transportation

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.
- may not be used for construction or remodeling of a facility.

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SUBMISSION INFORMATION

ELECTRONIC SUBMISSION IS NOT AVAILABLE. THE DEADLINE FOR THE EVEN START FAMILY LITERACY CONTINUATION GRANT IS NO LONGER A POSTMARK DEADLINE. WE MUST RECEIVE THESE IN OUR OFFICE NO LATER THAN 3:00 P.M. ON JUNE 15, 2006.

When submitting, the contractor **must** include three (3) additional copies along with their original bid for a total of four (4). All four copies **must** be contained within the same envelope.

Narratives **must** be typed, confined to space provided, and restricted to 10-12 pt. font size. If you complete the application on-line it is set to a default font of 10 pt. No attachments will be accepted with the application.

All contractors **must** complete Sections I, II, III, IV, V, VI, VII, and VIII to be considered.

SECTION I - FOR DESE USE ONLY

The signature of the authorized DESE official is for Department use only.

SECTION II - TOTAL BUDGET

Total budget must be completed and shown in the grid.

SECTION III - DISTRICT AND PROGRAM INFORMATION

List the name of the contractor who will be serving as the fiscal agent for the grant(s) and indicate the board-authorized representative. Complete the grant contact information. The grant contact should be someone who knows the grant well and will be in daily contact with the project staff.

SECTION IV - ASSURANCES AND CERTIFICATION

Original signature of the board-authorized representative guarantees all assurances will be met.

SECTION V – INDICATORS OF NEED

All areas must be completed.

SECTION VI - GRANTS AND THEIR RELATIONSHIP TO THE MSIP PROCESS STANDARDS

Check only the boxes in each process area that will be addressed by the grant(s) for which an application is being made.

Refer to the MSIP Planning Matrix on page 37.

SECTION VII – EVEN START FAMILY LITERACY PROGRAM STRATEGIES as included in the District's CSIP

List all strategies as included in the district CSIP that will be addressed by Even Start Family Literacy grant. Indicate the district goal numbers.

SECTION VIII – EVEN START FAMILY LITERACY PROGRAM CONTINUATION PAGES

Section VIII - A. Project Information: Complete section as indicated. If the grant will have a specific name, please fill in project title. In the upper right corner of the page, indicate the continuation year of the grant. Please indicate the realistic estimate to be served this year for the categories listed.

Section VIII - B. Coordination Of Services and Resources: Check all other applicable federal, state, local, and private services and/or resources that will be utilized to support and sustain the Even Start Family Literacy Program. If “Other” is checked, include a short title.

Section VIII - C. Even Start Family Literacy Program Activities: Complete an activity section for each grant activity. Indicate the related District CSIP Strategy/Action Step(s) for each activity. Use the CSIP Strategy/Action Step numbers from *Section VII - Even Start Family Literacy Program Strategies*. The activities related to administration, professional development, adult education and literacy, early childhood education, parenting education, home based activities, and evaluation must be completed as indicated; two (2) additional activities can be implemented. Each activity must have a measurable objective that focuses on performance and states how it will change the child and/or family. It must also have a concise description and must explain both the evaluation method of the activity and the time span for the activity. Each activity must also include strategies to meet objective(s) and how those strategies and objective(s) are consistent with the FLIPQs. Typed narrative must be confined to space provided.

Section VIII - D. Even Start Family Literacy Program Activities: Complete this section to include how your program plans to implement the fifteen required elements found on pages 10-12 and 28-30.

Section VIII - E. Even Start Family Literacy Program Budget Narrative: Describe details of your grant budget by the following budget categories: 6100: Salaries, 6200: Employee Benefits, 6300: Purchased Services, 6400: Materials/Supplies, and 6500: Capital Outlay.

Section VIII - F. Even Start Family Literacy Program Activity Budget: Complete this section to indicate total costs of implementing all activities. Provide a brief description of the line item and its cost. Each section must be subtotaled and then a grand total given. The grant funds requested totals must be copied to the *Section II - Total Budget*. Do not include Match Funds for Section II - Total Budget.

See page 33 for complete instructions on non-public school consultation and participation.

TO DOWNLOAD:

- www.dese.mo.gov
- Choose School Improvement/MSIP
- Then Select Discretionary Grants
- Under Programs on the Discretionary Grants Page Select Even Start Family Literacy

DELIVER TO: Discretionary Grants Section
2nd Floor, Jefferson State Office Building
205 Jefferson Street
Jefferson City, Missouri 65101
Must be received no later than 3:00 p.m. on June 15, 2006.

MAIL TO: Discretionary Grants Section
MO Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102-0480
Must be received no later than 3:00 p.m. on June 15, 2006.

Appendix A

PART D—GUIDELINES REGARDING THE USE OF SOCIAL SECURITY NUMBERS AND THE ATTENDANCE AT SCHOOL OF UNDOCUMENTED STUDENTS

(This memo was sent to all district superintendents in January, 1998)

The United States Supreme Court ruled in *Plyler v. Doe*, 457 U.S. 202, 102 S. Ct. 2382 (1982) that a state may not deny undocumented school-aged children entry into the public school system of that state. The Supreme Court overturned a Texas state law denying state aid to school districts admitting undocumented children of parents coming into the country illegally. For Missouri schools, this means that a district cannot deny admission to school or participation in any program based on a student's undocumented status. Any such discrimination would be a denial of the equal protection of the laws in violation of the Fourteenth Amendment of the United States Constitution.

Undocumented students are also protected under the federal law regarding student records. The Family Educational Rights and Privacy Act (FERPA) requires that educational student records be kept confidential. Information that may be in school records regarding a student's undocumented status must be kept confidential. Disclosure should be made only after parental consent or based upon express authority provided under FERPA.

The Privacy Act of 1974 addresses the use of social security numbers by federal, state, or local governmental agencies. The Act states, in part that it is:

“unlawful for any federal, state, or local government agency to deny to any individual any right, benefit, or privilege provided by law because of such individual's refusal to disclose his social security number.”

Agencies that collect social security numbers must disclose how that number will be used and the limits of its use. Any request to disclose a social security number must be accompanied by the following statement:

“Any federal, state, or local government agency which requests an individual to disclose his social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.”

If mandatory disclosure is not specifically authorized under the Privacy Act, then the disclosure is voluntary. A school district may not require disclosure of a social security number or use the refusal of a student to provide a social security number as a basis for denial of enrollment. Instead, districts should have in place a procedure for assigning a school-generated number to use in place of a social security number. Parents completing a free or reduced lunch application should be allowed to write “NONE” in the blank for their children's social security number.

Students enrolling in the Missouri public schools, including those with undocumented status, are exercising a right guaranteed under the laws of the State of Missouri. To deny enrollment based on undocumented status or based on a failure to disclose a social security number violates the equal protection clause of the Fourteenth Amendment and the federal statutes previously cited. School staff responsible for enrolling students must be aware of these requirements. Questions regarding school attendance for students with undocumented status should be directed to Craig Rector, Director, Federal Discretionary Grants at 573-526-3232.